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Sidney Lanier's Cantata.

I.
From this hundred-tormented height
Sight more large with nobler light
Ranges down yon towering years;
Humbler smiles and lordlier tears
Shine and fall, shine and fall,
While old voices rise and call,
Yonder where the to and fro
Weltering of my Long-Ago
Moves about the moveless base
Far below my resting-place.

II.
Mayflower, Mayflower, slowly hither flying
Trembling westward o'er yon balking sea,
Hearts within, farewell, dear England, sighing,
Winds without, But dear in vain, replying,
Gray-lipp'd waves about thee shouted, crying
No! It shall not be!

III.
Jamestown, out of thee—
Plymouth, thee—thee, Albany—
Winter cries, Ye freeze: away!
Fever cries, Ye burn: away!
Hunger cries, Ye starve: away!
Vengeance cries, Your graves shall stay.

IV.
Then old Shapes and Masks of Things;
Framed like Faiths or clothed like Kings—
Hitherto of Goods once fleeced and fair
Grown foul Rads in alien air—
War, and his most noisy lords,
Tongued with Ribes and poisoned swords—
Error, Terror, Rage and Crime,
All in windy night of time
Cried to me from land to sea,
No! Thou shalt not be!

V.
Hark!
Huguenots whispering yea in the dark,
Puritans answering yea in the dark!
Yea like an arrow shot true to its mark
Darts through the tyrannous heart of Denial,
Patience and labor and solemn-soiled Trial,
Folled, still beginning,
Solled, but not sinning,
Toil through the stertorous death of the night,
Toil, when wild brother-wars new dark the Light,
Toil, and forgive, and kiss o'er, and twilight.

VI.
Now Praise to God's soft-granted grace,
Now Praise to Man's undaunted face,
Despite the land, despite the sea,
I was; I am; and I shall be—
How long, Good Angel, O how long?
Sing me from Heaven a man's own song!

VII.
"Long as thine Art shall love true love;
Long as thy Science truth shall know,
Long as thine Eagle harnes no Dove,
Long as thy Law thy Law shall grow,
Long as thy God is God above,
Thy brother every man below,
So long, dear land, of all my love,
Thy name shall shine, thy fame shall glow!"

VIII.
O Music, from this height of time my Word unfold;
In thy large signals all men's hearts (Man's Heart be-
hold;
Mid-Heaven unroll thy chords as friendly flags un-
furled,
And wave the world's best lover's welcome to the world.

The Schoolmaster Abroad.

No. II.

ON THE MISSISSIPPI—INCIDENTS OF TRAVEL
—DEAD MEN TELL NO TALES—INTER-
COURSE WITH PEOPLE ON THE HIGHER

PLANE OF LIFE—HORACE GREELY—GEN.
ANDREW JACKSON—ALBERT D. RICHARD-
SON, AND OTHERS.

During the month of rosy June of last year I was traveling on either bank of the noble Hudson, between New York City and Albany. This year, about the same time, I am rambling along the banks of the Mississippi, and enjoying the grand scenery that is spread out lavishly on every hand.

To-day, the 3d of June (Saturday) I take leave of the pretty city of St. Louis, and secure a passage on one of the floating palaces of these western waters, and settle down comfortably for a two-days' sail up this big stream. While floating along at the rate of eight miles an hour, I shall have a chance to see much, to think much, and to write something of the past. To write of something which to the readers of the JOURNAL may prove of curiosity, if not of profound interest.

First, about our boat. The fare on these western rivers is a trifle over two cents per mile, meals and state-room included. After supper, and while the boat was heading westward, as the river above Alton sweeps in that direction for twenty miles or more, we had a view of one of the fairest sunsettings that it was my happy lot ever to witness.

The clouds rifted and scattered after a heavy shower, reflected with unusual glory the summer sunlight in crimson, purple and gold; while the broad expanse of river, clear at this point, mirrored back the scene in equal splendor, above, below, around on every side, affording to the beholder a picture of radiant and celestial beauty from the hand of nature divine!

Not only do they give first-class accommodation, but entertainment besides, on the Mississippi river boats.

About 8 o'clock in the evening a dancing floor was extemporized in the main saloon, and musicians, four in number, were readily produced from the corps of colored and polite waiters on hand. The captain, a jolly soul, led off in cotillion, and some of the passengers of both sexes evinced a thorough knowledge of the terpsichorean art. In fact, the tall captain's presence was an immense addition to the dance; his jubilant movements inspired confidence in others, and all felt bound to have a good time. The musicians too felt the contagion of the hour, and not only supplied with liberal force the instrumental incentive, but added power thereto by voice in the chorus, with double effect:

"Oh if I had a scolding wife,
So sure as you are born,
I'd take her down to New Orleans,
And trade her off for corn."

"Oh! ah! all lammonade!" shouts the black prompter. "Chase all!" "Dat gamman wrong—take de lady by de udder haa!"—"dat's pooty now"—"steady so." But the prompter, joining in the chorus, forgets his cue and the dancers get tangled up and bunched together; however, all take it in good part and laugh it off. I watched the movements of the dancers and listened to the

music of the orchestra with much delight, and feeling that it was a very pleasant way to travel.

Before leaving Pittsburg last winter to journey westward I was kindly invited by a certain teacher to visit with him a lady by the name of Mrs. Sarah Potter, who was styled a writing medium; I was informed previous to going that I would behold the phenomena of spirit writing in a manner that would be surprising. Therefore, never before having an opportunity to witness such, I gladly consented to the offer. We accordingly arrived at her house at eight o'clock in the evening, and were admitted without any ceremony or hesitation on the part of the lady, who welcomed us into a snug little back-parlor of the first floor.

There was a cheerful fire burning brightly in the grate, and to which were asked to draw near, and at the same time to make ourselves comfortable and at home. In a few moments after being seated the door-bell rung and a lady, dressed in deep mourning, but of fine personal appearance, was also ushered into the little room.

There was a square table standing in the middle of the room and around which the visitors were invited to assemble. The medium, the lady in mourning, my friend, and your correspondent were the only visible persons present, making four in all. We were afterwards told by message that the room was crowded by expectant and anxious invisibles.

I was placed close beside the medium and sitting at her right hand. There was a lamp standing on the centre of the table and burning brightly all the time. The medium reached forth and took from the mantel-shelf a folding or double slate and passed it to me for inspection. I discovered no writing on the outside, nor on the inside; the rest of the party also assured themselves of that fact. It was then passed to the medium, who held it with her right hand for about two minutes under the table edge. Presently three distinct raps were heard upon the table, after which the slate was brought to view, when, strange to behold, the following message was distinctly written thereon—spirit message No. 1:

"Men! men! give me one ray of light, one hope on which to hold."

M. N. WILLIAMSON.

The following question was now asked by my friend audibly, "Who are you and where did you pass to spirit life?"

Spirit message No. 2: "I passed over from your jail-yard last Thursday by the aid of the hangman; oh the fearful error! I thought life ended with the gallows-drop as far as I was concerned; I did not fire the fatal shot; it was the cowardly Fritz Meyer. There is much yet to do before peace can come—Send me a little child; I must begin at the beginning; ask that the pure spirit of Geo. D. Carnahan come and lead me. My alias was WM. MURRAY."

I called at the sheriff's office the next d

and asked by what names the two men were hung the week previous. The sheriff looked at the execution warrant and pointed out to me the names of Wm. Murray and Fred Meyer. A little explanation will be necessary at this point: It appears an old farmer had been waylaid and killed by those two men, and who paid the penalty of their crimes by being hung in the jail-yard at Pittsburg about the beginning of January.

Murray refused the consolations of religion, exhibited a stolid indifference and frequently said that when he was hung that would be the end of him.

Fred Meyer died cowardly, and, although having a priest to pray for him and to cheer him up, still he showed so much weakness and trepidation as to have to be supported to the scaffold.

After each message was read and duly copied, the slate was cleaned off by the visitors. The slate was again held under the table edge by the medium with her right hand, when, in response to the murderer's petition, the following communication was found in printed style, evidently a child's effort. Spirit message No. 3:

"I AM NOT AFRAID OF THE MAN, AND WILL GO AND SHOW HIM THE WAY."

GEO. D. CARNAHAN.

I asked my friend, "Who was George D. Carnahan?" His reply was that it was a neighbor's child whose death occurred about six months previously, when five years old. Again the slate was held under the table edge and in about two minutes afterwards withdrawn for us to read the following, written in a small, lady-like style. Spirit message No. 4:

"Glad to meet you, glad to greet you,
Met you far away in mountain;
Glad to see you, soon we'll free you,
Drink then at this living fountain."

MAYFLOWER.

The medium said the message was for me, from an Indian girl named Mayflower. In reference to the second line of the foregoing verse I suppose the allusion is to my visit to the home of the Eddy mediums among the Green Mountains of Vermont the winter previous.

The poetic message purporting to come from the beautiful Indian child whom I saw materialized on several occasions at the Eddys filled me with surprise, as no living soul present knew of my travels in Vermont; and thus I soliloquized audibly: "I wonder how Mayflower discovered me here in Pittsburg." For, if her message was a surprise, I was almost startled from my seat when the following one, and in response to my audible soliloquy, was handed to me to read. "Is it for me?" I asked. "Yes," said the medium.

Spirit message No. 5: "My friend, it is easy for spirits to find those they feel an interest in. Some persons have a strong power of attraction in that way, and spirits are anxious to find some mode of communicating with those still in the dark that they per-

sistently follow those [with whom they once have been in communication with.

HORACE GREELY."

The following also was found written on the opposite side of the slate. Spirit message No. 6:

"I have found for myself the truth of spirit communion and am happy that I can return. There are many ways of proving this truth.

HORACE GREELY."

The writing of the two last messages was in a long, drawn-out, scrawling style, and required several minutes and all our united skill to decipher it. I have seen Mr. Greely's manuscript on several occasions and the messages and it fairly corresponded. So to give the manifestations as fair a test as possible, I asked the medium if spirit-writing could not be performed while the slate was placed upon the table. To this she modestly replied, "we can try."

The slate was cleared of all writing and carefully scanned by the party; the grain of pencil placed therein and then placed on top of the table, with the light of the lamp reflecting brightly on it. The friend opposite counted by his watch just six minutes, when the raps indicated the writing finished.

The slate was opened and the following communication was plainly but neatly written therein. It evidently showed that the author must have been a person of culture and refinement. Spirit message No. 7:

"It would exhaust all the words in the vocabulary to attempt a description of our dwelling-place. Mortal mind could not conceive the beauties, nor have mortal eyes ever looked on anything half so glorious; and the knowledge that perfect peace and joy may be attained by all, give hope to the despairing and nerve, heart and mind to greater determination to progress.

The bright spirits go down to the lower spheres to lift up the desponding ones and bid them raise their eyes to the glorious prospect in the distance! Good deeds can make the passage from one life to the other easy and delightful; dying, is but the spirit's birth into a higher life.

MARY RUTH BLAKE."

The question was asked audibly, "Where did you die?" To which the spirit responded on the slate—spirit message No. 8:

"I died in Boston; I have a brother there who is a journalist.

MARY R. BLAKE."

Spirit message No. 9:

"I have solved the mystery of death for myself and am content with the change.

HENRY WILSON,
late Vice-Pres. U. S."

That last message was also written on the inside of the slate while it was lying on the top of the table. As the spirit writing consumed more time while the slate was on the table, it was again once more held by the medium under its edge.

Spirit message No. 10:

"By the Eternal! your country is on the verge of ruin.

ANDREW JACKSON."

This message appeared to be a prediction, for subsequent events revealed the corruption of certain officials high in honor and office in Washington and throughout the country.

Spirit message No. 11:

"J.: We have proved a friendship tried and true.

ANDREW CARTER."

This spirit was a teacher in the Ninth Ward School of the city of New York about twelve years ago. We were bosom friends. He also showed himself a materialized spirit at the Eddy mediums' home last winter in presence of twenty witnesses.

At this juncture of proceedings there appeared to be a lull, and a little conversation was indulged for a few moments by the party. Suddenly, in a voice tremulous with emotion but of deep pathos, the lady in black thrilled us with the words and music of that incomparable song that has proved a great comfort to many a weary, desponding one in this

life of sorrows. I sat with bowed head before that peerless woman as she sang:

"Soon we'll reach the shining river,
Soon our pilgrimage shall cease;
Soon our joyful hearts will quiver
With the melody of peace.

Yes, we'll gather at the river,
The beautiful, the beautiful river,
Gather with the saints at the river
That flows by the throne of God!"

Spirit message No. 12:

"Dear, dear Mamma, won't we have a happy time and greeting when we meet on that shining shore that you have been singing about. Words are too poor to give a description of this lovely home in the spirit world. All the beautiful things are here, and love reigns in all hearts.

Your little daughter,
CARRIE."

The mother's tears flowed freely as she read those precious words from her loved one. She took a copy and folded it gently away.

Spirit message No. 13:

"The gentleman sitting at the corner opposite has not the bump of veneration largely developed. He will yet be rich, but will not keep his riches. He is hard to convince, but, once convinced, nothing can shake him. Does not make many friends, but keeps those he makes.

CHARLOTTE BRONTË."

The gentleman thanked Charlotte for her message, but said with much purpose that if he ever got funds enough he would invest them in a nice farm and disappoint the spirits.

Spirit message No. 14:

"When on the streets of life you tread.

You'll meet with those you now call dead."
I married my first wife in Cincinnati; she passed to spirit life four years before I did. Her spirit I have seen afar off. My oldest son's name is Leander; he is about nineteen years of age. I knew Abby Sage, years before, when I was a young man. I had been in Libby Prison, and wrote my captivity and escape. Junius Brown, of the N. Y. Herald, was with me. I passed out of life in New York City.

ALBERT D. RICHARDSON."

Spirit message No. 15:

"A man can take with him out of this world nothing; it is a fallacy, sir. A man can take every dollar of his wealth with him by discreetly investing it in doing good for others. That is the way, sir; that is the way to lay up for yourselves treasures in heaven.

Take one of the old misers that has hoarded his gold for years, counting and gloating over it at every opportunity. When he enters spirit life he is worse than penniless. Every penny is left in the world behind him; others receive the benefit, while he has nothing left but vain regrets and remorse.

GEORGE DIX."

This spirit held a commission in the American navy, but passed from life in the ill-fated steamer President thirty five years ago.

The slate was now put aside, and the medium seized a lead-pencil and paper, and, impelled by a power that seemed not her own, wrote message after message in the most extraordinary and rapid manner. There were some fourteen written in this way, and each one in a different style of handwriting. Her eyes were bent upon the paper, and as fast as one pencil became blunted a sharpened one was placed in her hand and fresh paper put before her. This wonderful feat of chirography was continued for one hour without the least sign of exhaustion.

I have in my possession the original manuscript copies, with the names of the controlling spirits attached thereto.

Here is a fac simile of Horace Greely's peculiar penmanship; here is another from a dear old friend in spirit life which, although written by that medium, yet the writing is unmistakably his, and to which I could take oath.

Here is another written in German, a language not known nor understood by the medium, as she afterwards confessed. Here

they are, from statesmen, lawyers, ministers, professors, women and even little children, each and every one anxious to proclaim to the world that the dead is alive, the lost is found, and to answer affirmatively to the question, "If a man dies, shall he live again?"

JOHN OAKLEY.

George Sand.

It has been the aim of the JOURNAL to make its pages valuable and interesting to the many women who are its readers, and in pursuance of this plan a brief account is given of perhaps, the most celebrated women of this century. It is not supposed that those who admire her genius will be counted as believers in many of those eccentric views she propounded. The truth is, so abundant was she in ideas, that she cast them forth like a fountain, and they were, until modified by experience, observation and intercourse with the world of thinkers and writers to which she was introduced, as likely to wrong as right, with the proviso that, being the product of genius, they are more likely to be right.

She is seventy-two years old; her maiden name was Franceull, was married under dictation when she eighteen, to Baron Dudevant, bringing him a handsome fortune. Her life becoming insupportable, she gave him her fortune if he would agree to a separation. She began to make paintings, and sell ornamental candle-sticks and snuff-boxes; finally she began to write for *Figaro*. She soon wrote the novel "Indiana," and sold it for \$120: next came "Valentine" and "Lélia," "Jacques," "Andre," "Le Secretaire," "Simon," "Spiridon," and "Consuelo." She also wrote several plays, which had popularity. In fact her pen was never idle; it flew along over the paper with wonderful rapidity, now in socialism, the influence of which is seen in *Consuelo* and other works. Then she became enlisted in the revolution of 1848; concerning which, it is said, her writings gathered would make fifty volumes. So many have underrated her because when she first came to Paris she occasionally wore male attire, that they may be surprised to learn that she stands as a writer and thinker far above any other woman of the past fifty years. This will be seen by reading the opinions of a few experts in the matter:

The London Saturday Review says: "In France, of all the novel writers of the last twenty years the most instructive, the most genuine, the most original, is George Sand. Her best works remain among the most characteristic and the most splendid monuments of that outpouring of French literature, the period of which happened to be exactly co-terminous with the duration of constitutional government in France." Lastly, her own countryman, Edmund About, termed hers "the noblest mind of our epoch."

Justin McCarthy says, "George Sand is probably the most influential writer of our day. Her genius has been felt as a power in every country where people read any manner of books. She is beyond comparison the greatest living novelist of France, and has won this position by the most legitimate application of the gifts of an artist. With all her marvelous fecundity, she has hardly ever given to the world any work which does not seem at least to have been the subject of the most elaborate and patient care. The prose of George Sand stands out conspicuous for its wonderful expressiveness and force, its almost perfect beauty. She is, after Rousseau, the one only great French author who has looked directly and lovingly into the face of Nature and learned her secrets which skies and waters, fields and lanes can teach to the heart that loves them. Gifts such as these have won her the almost unrivalled place which she holds in living literature. There is hardly a woman's heart anywhere in the civilized world which has not felt the vibration of George Sand's thrilling voice."

Thackeray said: "Her style is noble and beautifully rich and pure. She has an exuberant imagination, and with it a chaotic style of expression. She never scarcely indulges in declamation, and yet her sentences are exquisitely melodious and full. She leaves you at the end of one of her brief rich, melancholy sentences, with plenty of food for future cogitations. I can't express to you the charm of them; they seem to me like the sound of country bells falling sweetly and sadly upon the ear." And Heine, "She has naturalness, taste, a strong love of truth, enthusiasm, and all these qualities are linked together by the most severe as also the most perfect harmony. The genius Madame George Sand has an amplitude exquisitely beautiful. Whatever she feels or thinks breathes grace, and makes you dream of immense depths. Her style is a revelation of pure and melodious form." John Stuart Mill said: "As a specimen of purely artistic excellence, there is not in all modern literature anything superior to the prose of Mme. Sand, whose style acts upon the nervous system like a symphony of Haydn or Mozart."

Kindergarten Department.

Having thus brought before you what I may call FRÖBEL's statical theory of the education of little children of from three to seven years of age, I now proceed to describe the means by which it was made dynamical—that is, exhibited in practice. But before I do so, I will add to the particulars of his life, that after founding the Kindergarten at Blankenburg, and carrying it on for some years, he left it to establish and organize others in various parts of Germany, and at last died at Liebenstein, June 21, 1852. Thus passed away a man of remarkable insight into human nature, and especially into children's nature,—of wonderful energy of character when once roused to action,—of all-pervading philanthropy—a man I repeat, to whom alone is due the fruitful and original conception of availing himself, as a teacher, of the spontaneous activities of children as the means of their formal education, and therefore, of laying on this foundation the superstructure of their physical, intellectual, and moral life.

And now I must endeavor to give some notion of the matter in which FRÖBEL reduced his theory to practice. In doing this, the instances I bring forward, must be considered as typical. If you admit—and you can hardly do otherwise—the reasonableness of the theory, as founded on the nature of things, you can hardly doubt that there is some method of carrying it out. Now, a method of education involves many processes, all of which must represent more or less the principles which form the basis of the method. It is quite out of my power, for want of time, to describe the various processes which exhibit to us the little child pursuing his education by walking to rhythmic measure, by gymnastic exercises generally, learning songs by heart and singing them, practising his senses with a definite purpose, observing the properties of objects, counting, getting notions of color and form, drawing, building with cubical blocks, modeling in wax or clay, braiding strips of various colored paper after a pattern, pricking or cutting forms in paper, curving wire into different shapes, folding a sheet of paper and gaining elementary notions of geometry, learning the resources of the mother-tongue by hearing and relating stories, fables, etc., dramatizing, guessing riddles, working in the garden, &c. &c. These are only some of the activities naturally exhibited by young children, and there the teacher of young children is to employ for his purpose. As, however, they are so numerous, I may well be excused for not even attempting to enter minutely into them. But there is one series of objects and exercises therewith connected, expressly devised by FRÖBEL to teach the art of observing, in

which, as being typical, I will now direct your attention. He calls these objects, which are gradually and in orderly succession introduced to the child's notice, Gifts—a pleasant name, which is, however, a mere accident of the system; they might equally well be called by any other name. As introductory to the series, a ball made of wool, of, say a scarlet color, is placed before the baby. It is rolled along before him on the table, thrown along the floor, tossed into the air, suspended from a string, and used as a pendulum, or spun round on its axis, or made to describe a circle in space, &c. It is then given into his hand; he attempts to grasp it, fails; tries again, succeeds; rolls it along the floor himself, tries to throw it, and, in short, exercises every power he has upon it, always pleased, never wearied in doing something or other with it. This is play, but it is play which resolves itself into education. He is gaining notions of color, form, motion, action and reaction, as well as of muscular sensibility. And all the while the teacher associates words with things and actions, and, by constantly employing words in their proper sense and in the immediate presence of facts, initiates the child in the use of his mother-tongue. Thus, in a thousand ways, the scarlet ball furnishes sensations and perceptions for the substratum of the mind, and suggests fitting language to express them; and even the baby appears before us as an observer, learning the properties of things by personal experience.

Then comes the first Gift. It consists of six soft woolen balls of six different colors, three primary and three secondary. One of these is recognized as like, the others as unlike, the first known. The laws of similarity and discrimination are called into action; sensation and perception grow clearer and stronger. I cannot particularize the numberless exercises that are to be got out of the various combinations of these six balls.

The second Gift consists of a sphere, cube, and cylinder, made of hard wood. What was a ball before, is now called a sphere. The different material gives rise to new experiences; a sensation, that of hardness, for instance, takes the place of softness; while varieties of form suggest resemblance and contrast. Similar experiences of likeness and unlikeness are suggested by the behavior of these different objects. The easy rolling of the sphere, the sliding of the cube, the rolling as well as sliding of the cylinder, illustrate this point. Then the examination of the cube, especially its surfaces, edges and angles, which any child can observe for himself, suggest new sensations and their resulting perceptions. At the same time, notions of space, time, form, motion, relativity in general, take their place in the mind, as the unshaped blocks which, when fitly compacted together, will lay the firm foundation of the understanding. These elementary notions, as the very groundwork of mathematics, will be seen to have their use as time goes on.

The third Gift is a large cube, making a whole, which is divisible into eight small ones. The form is recognized as that of the cube before seen; the size is different. But the new experiences consist in notions of relativity—of the whole in its relation to the parts, of the parts in their relation to the whole; and thus the child acquires the notion and the names, and both in immediate connection with the sensible objects, of halves, quarters, eighths, and of how many of the small divisions make one of the larger. But in connection with the third Gift a new faculty is called forth—Imagination, and with it the instinct of construction is awakened. The cubes are mentally transformed into blocks; and with them building commences. The constructive faculty suggests imitation, but rests not in imitation. It invents, it creates. Those eight cubes, placed in a certain relation to each other, make a long seat, or a seat with a back, or a throne for the Queen; or again, a cross, a doorway, &c. (Thus does

even play exhibit the characteristics of art, and "conforms (to use BACON's words) the outward show of things to the desires of the mind;" and thus the child, as I said before, not merely imitates, but creates. And here, I may remark, that the mind of the child is far less interested in that which another mind has embodied in ready prepared forms, than in the forms which he conceives, and gives outward expression to, himself. He wants to employ his own mind, and his whole mind, upon the object, and does not thank you for attempting to deprive him of his rights.

The fourth, fifth, and sixth Gifts consist of the cube variously divided into solid parallelepipeds, or brick-shaped forms, and into smaller cubes and prisms. Observation is called on with increasing strictness, relativity appreciated, and the opportunity afforded for endless manifestations of constructive-ness. And all the while impressions are forming in the mind which, in due time, will bear geometrical fruits, too, of aesthetic culture. The dawning sense of the beautiful, as well as of the true, is beginning to gain consistency and power.

I cannot further dwell on the numberless modes of manipulation of which these objects are capable, nor enter further into the groundwork of principles on which their efficiency depends.

It is needless to say that various objections have been made to FROEBEL's method, especially by those whose ignorance of the laws of mental development disqualifies them, in fact, for giving an opinion on it at all, and also by others, whose earnest work at various points of the superstructure so absorbs their energies that they have none to spare for considering the foundation. But even among those who have considered the working of mental laws, though in many cases from the standpoint of a favorite theory, there are some who still doubt and object. I will attempt to deal with one or two of their objections. It is said, for instance, without proof, that we demand too much from little children, and, with the best intentions, take them out of their depth. This might be true, no doubt, if the system of means adopted had any other basis than the nature of the children; if we attempted theoretically, and without regard to that nature, to determine ourselves what they can and what they cannot do; but when we constitute spontaneity as the spring of action, and call on them to do that, and that only, which they can do, which they do of their own accord when they are educating themselves, it is clear that the objection falls to the ground. The child who teaches himself, never can go out of his depth; the work he actually does is that which he has strength to do; the load he carries cannot but be fitted to the shoulders that bear it, for he has gradually accumulated its contents by his own repeated exertions. This increasing burden is, in short, the index and result of his increasing powers, and commensurate with them. The objector in this case, in order to gain even a plausible foothold for his objection, must first overthrow the radical principle, that the activities, amusements, and occupations of the child, left to himself, do indeed constitute his earliest education, and that it is an education which he virtually gives himself.

Another side of this objection, which is not unfrequently presented to us, derives its plausibility from the assumed incapacity of children. The objector points to this child or that, and denounces him as stupid and incapable. Can the objector, however, take upon himself to declare that this or that child has not been made stupid even by the very means employed to teach him? The test however, is a practical one: Can the child play? If he can play, in the sense which I have given to the word, he cannot be stupid. In his play he employs the very faculties which are required for his formal education. "But he is stupid at his books." If this is so, then the logical conclusion is, that the books have made him stupid, and you, the objector, who

have misconceived his nature, and acted in direct contradiction to it, are yourself responsible for his condition.

"But he has no memory. He cannot learn what I tell him to learn." No memory! Can not learn! Let us put that to the test. Ask him about the pleasant holiday a month ago, when he went nutting in the woods. Does he remember nothing about the fresh feel of the morning air, the joyous walk to the wood, the sunshine which streamed about his path, the agreeable companions with whom he chatted on the way, the incidents of the expedition, the climb up the trees, the bagging of the plunder? Are all these matters clean gone out of his mind? "O no, he remembers things like these." Then he has a memory, and, a remarkably good one. He remembers, because he was interested; and if you wish him to remember your lessons, you must make them interesting. He will certainly learn what he takes an interest in.—PAYNE.

Miss Brackett's and Miss Elliott's School.

No. 9 WEST THIRTY-THIRD STREET, NEW YORK.

There is no doubt a philosophy in the natural order of mental development, and those educators are wise who follow this order. Actuated by this view, the Principals of this school have endeavored to adapt their course of study to the natural growth of the mind.

The curriculum embraces studies under the following general heads: Inorganic Nature, Organic Nature, Theoretical Man, Practical Man, and Aesthetical Man. Under Inorganic Nature are classed Arithmetic, Algebra, Geometry, Trigonometry, Natural Philosophy, Analytical Geometry, Chemistry, and Calculus. Under Organic Nature are classed Geography, Botany, Physiology, Zoology, Physical Geography, and Astronomy. Under Theoretical Man are classed the Languages, Mental Philosophy, Moral Philosophy, Logic and Political Economy. Under Practical Man are classed History of the United States, Grecian History, Roman History, Universal History, and Constitution of the United States. Under Aesthetical Man are classed Reading, Drawing, Poetry, Rhetoric, English Literature, Mythology, Art, German Literature and French Literature. Students are required to pursue one study under each of these general heads at the same time, so that all of the general heads shall be carried along simultaneously. The studies under each head are pursued in the order mentioned above. The Principals lay no claim to originality in this theoretical arrangement of study. The order was planned by Wm. T. Harris, the Superintendent of Schools of St. Louis.

METHODS OF TEACHING.

In teaching the natural sciences, books are placed in the hands of the pupils, and the teacher reads the lesson from the text-book, adding remarks and explanations. On the succeeding day a brief review of the lesson is made, and another lesson read in a similar manner. In teaching other studies the regular recitation system is pursued.

We listened with much satisfaction to the method of teaching a class "How Plants grow," and to an interesting and intelligent discussion on the food of plants, how it is received by the plants, the use and necessity of air, and the mysterious agency in converting the elements of food into living fibre.

SPELLING.

was engaged in by the entire school at the same hour. In this branch the school is divided into four classes. The spelling was a written exercise. Words were pronounced by the teachers and repeated by the pupils, and were then written in books kept for that purpose. Frequently the definition of a word was ingeniously elicited by questions.

MATHEMATICS.

In Algebra problems were wrought and transferred to a book kept for that purpose.

At recitation each pupil was called upon to read her statement and solution, and to give the rationale of the process. Pupils rise to recite.

The recitation in Mental Arithmetic, with the use of Walton's tables, by a class of young Misses, was prompt, spirited and well performed.

CLASSICS.

All who take the regular course of study pursue the Latin. The study of Latin precedes that of French and German.

We listened to a class reading in review, "Oratio pro Archæa poeta de Cicerone," preparatory to an examination for the Sophomore class of Vassar College. The class who had read the oration in the early part of the school year have apparently forgotten much that they may have once known. The construction of the language is the basis of all classical learning, and it should be made a very careful and thoughtful study.

INCENTIVES.

No record of recitations is kept, no system of rewards or punishments is adopted. The inspiration of the teacher arouses enthusiasm in the pupils, and scholars pursue their studies as they would partake of a well prepared dinner when the appetite is good, because they relish it. The Principals understand the art of sharpening the mental appetite, and of providing nourishing mental food.

DISCIPLINE.

The order of the school is second to none in this city or any other. The practice of giving the young ladies a few minutes recess at the close of every second recitation keeps them rested and ready for work. The change of classes was prompt and quietly performed. The attention during recitation and the devotion to study are not excelled. Scholars know the objects of school, and show that they have been trained to think. The teachers are persons of scholarly culture, laborious, discreet and enthusiastic, and eminently worthy the popularity they have won.

To those who will leave the City this Summer.

We believe there are but few who are unacquainted with the beauty, grandeur and sublimity of the Hudson. A hundred years ago it was the only thoroughfare to Albany. On either side stood frowning forts. At the head of this very inland lay Fort Washington, and opposite it Fort Lee; farther up was West Point, now become a famous military school, and not far below was Fort Montgomery, then Fort Clinton, and next Stony Point. Still further down was Haverstraw, where Major Andre held his fatal conference with the traitor Arnold. In fact, every spot is memorable. What history has neglected, fiction has marked as strongly by her magic pencil.

No time is so suited to the changeable beauty of the river as the evening and the night. In the steamer "St. John" of the Peoples' line, we passed not long since through the wide Tappan Zee, past the Highlands, and so among the mountains on either side, that rise up like great sentinels. The officer in charge of the "St. John" is Capt. Roe, as true a gentleman as ever walked Fifth Avenue; and besides managing this handsome craft in an admirable manner, like all true sailors, he gave due heed to the ladies, who had a thousand inquiries to make about "trains" they expected to meet or take. The whole fitting up of the boat is for the traveler's benefit; the state-rooms are airy and comfortable. There is a fine breeze rushing through the boat at the rate the vessel is moving, which is about fifteen miles an hour; so that no matter how hot it is in the city, you ride in delight to Albany. It is a pleasure to speak of the courteous treatment one is sure to meet with at the hands of Capt. Roe, or at the office of the Clerk, Mr. Clapp. So much travel is

rendered disagreeable by the insolence of those in authority, that it is a pleasure to mention the opinion of those who travel this line. They say it is a duty to make public the fact that officers and employees are polite and attentive, that trips are made with safety and promptness, and that you enjoy no one hundred and fifty miles as they do this.

College Notes.

The Hon. D. P. Baldwin, LL. D., of Logansport, Ind., will address the Alumni of Madison University on June 20.

THE President of Brown University, Dr. E. G. Robinson, is to address the alumni on the day before commencement.

PROF. Washburn was presented with a gold headed cane by the students of the Harvard Law School at the close of his final lecture on Wednesday.

The annual oration before the Literary Societies of the College of New Jersey will be delivered on June 27, by the Hon. James Chestnut. A tower clock will be presented to the college by the class 1866.

THE Hon. James A. Garfield will deliver the Adelphia Union Address at Williams College on June 26. James Parton will be the orator of the literary societies of Bates Colleges on June 28. Senator Boutwell will address the Social Union at Amherst on June 28.

BISHOP Simpson will preach before the Society of Religious Inquiry at Dickinson College, Carlisle, Penn., on June 25. The orations before the literary societies will be delivered by Gen. J. F. Rusling on June 27, and on the following day Bishop Bowman will address the alumni.

DR. H. N. Martin, Fellow and Lecturer in Biology at Christ College, in the University of Cambridge, England, and joint author with Prof. Huxley of a recent and successful "Course of Practical Instruction in Elementary Biology," has accepted a professorship in the John Hopkins University.

CHANCELLOR Crosby of this city will address the Mills Young Men's Christian Association of Williams College on June 25.—President Barnard delivered an address at Cornell University this week. The Rev. Dr. John Cotton Smith, S. T. D., will be the orator before the Phi Beta Kappa Society of Hobart College on June 19.—The Rev. Dr. Morgan Dix, S. T. D., will deliver the Baccalaureate sermon at the same College.

THE Inauguration of President Lemuel Moss will be an interesting feature of commencement week at the Indiana State University, Bloomington, Ind. Gov. Hendricks will make the installation address. The literary exercises of the alumni on the following day will include an oration by the Hon. Wm. McKee Dune, and a poem by Alfred H. Harniman. Prof. B. E. Rhoads will address the graduates of the Law Department on the same day.

Kindness and Tact.

MANY years ago a minister was going one Sabbath morning to his school-room. He walked through a number of streets, and as he turned a corner, he saw assembled round a pump a party of little boys playing marbles. On seeing him approach, they began to pick up their marbles, and run away as fast as they could. One little fellow not having him as soon as the rest, before he could succeed in gathering up his marbles the minister had come up and placed his hand upon his shoulder. They were face to face, the minister of God and the poor little ragged boy, who had been caught in the act of playing marbles on Sabbath morning. And how did the minister deal with the boy? That is what I want you to notice.

He might have said to him, "What are you doing here? You are breaking the Sabbath. Don't you deserve to be punished?"

But he said nothing of the kind. He simply said;

"Have you found all your marbles?"

"No," said the boy, "I haven't."

"Then," said the minister, "I'll help you."

Whereupon he stooped down, and began to look for the marbles, and as he did so, he remarked;

"I liked to play marbles when I was a little boy very much, and I think I could beat you," "but," he added, "I never played marbles on Sabbath."

The little boy's attention was now arrested. He liked his friend's face, and began to wonder who he was. The minister said:

"I'm going to a place where I think you would like to be. Will you come with me?"

Said the boy, "Where do you live?"

"In such a place," was the answer.

"Why, that's the minister's house!" exclaimed the boy, as if he did not suppose that a kind man and a minister of the gospel could be the same person.

"Yes," said the man, "I am the minister myself; and if you will come with me, I think I can do you some good."

Said the boy, "My hands are dirty; I can't go."

"But," said the minister, "here is a pump, why not wash them?"

Said the boy, "I'm so little, I can't wash and pump at the same time."

"Well," said the minister, "if you'll wash, I'll pump."

He at once set to work and pumped and pumped; and the boy washed his hands and face till they were quite clean."

Said the boy my hands are wringing wet and I don't know how to dry 'em."

The minister pulled out a clean handkerchief, and offered it to the boy.

Said the boy, "But it is clean."

"Yes," was the reply, "but it was made to be dirtied."

The boy dried his hands and face with the handkerchief, and then accompanied the minister to the door of the Sabbath-school.

Twenty years after the minister was walking in a street of a large city, when a tall man tapped him on the shoulder, and looking into his face, said:

"You don't remember me?"

"No," said the minister, "I do not."

"Do you remember, twenty years ago, finding a little boy playing marbles round a pump? Do you remember that boy's being too dirty to go to school, and pumping for him, and speaking kindly to him, and taking him to school?"

"Oh!" said the minister, "I do remember."

"Sir," said the gentleman, "I was that boy. I rose in business and became a leading man. I have attained a position in society, and on seeing you to-day in the street, I felt bound to come to you and say that it is to your kindness and wisdom, and Christian discretion—to your having dealt with me persuasively—that I owe, under God, all that I have attained, and what I am at the present day."

ELASTIC GLASS.—The process for the Preparation of this remarkable substance, discovered by Bastie, and still in some measure secret, is said to be very simple, cheap and unattended with danger. All vapors injurious to the health are avoided. The inventor estimates that the whole operation can be completed in a few hours, and that the expense will not reach 40 to 50 per cent of the value of ordinary kinds of glass. Repeated experiments indicate that its resistance to blows is 50 times that of ordinary glass, and that it is unaffected either by sudden cooling, as in cold water, or by heating it in a stove. A plate thrown upon the floor rebounded with a metallic ring, and when forcibly broken separated into very small crystals, instead of into larger and smaller pieces, thus showing a peculiar change in molecular constitution. Samples of it have been made in the form of looking-glasses, large plates, lamp-chimneys, cups and saucers, cooking utensils, tubes, watch-glasses, etc.

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SOME workmen engaged in digging a gravel pit at Ferre en Tardenis, in France, discovered the burial-place of one of the ancient Gauls, who had been interred there together with his war chariot. The chief part of the car and the wheels had resisted the inroads of time. Several earthen vases, with various arms and ornaments, which had doubtless belonged to the warrior, were also found, together with a sword and the iron head of a spear.

PROF. JAMES RUSSELL LOWELL has been elected a delegate from the 8th congressional district in Massachusetts to the Republican Presidential Convention in Cincinnati. It is the first time that he has consented to take any active part in political life; but it is not by any means the first time he has given his attention to political affairs, as the Biglow Papers clearly enough prove. He has the courage of his opinions, and he thinks the time has come when men of his class should take part in political life.

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THE plaster cast of the monument to Goethe, designed by the German sculptor Schaper, is now being exhibited in the Academy of Sciences at Berlin. It represents the poet in the prime of life, draped in a classic garment, which does not hide the natural grace of the figure. Around the pedestal on which the statue stands are grouped three allegorical figures, personifying Lyric Poetry, the Drama, and Science, the three forms in which the genius of Goethe was made manifest.

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Mysterious Smoke in Florida.

Of the wonderful secrets of nature that Florida can boast of possessing within her limits there is one in this country upon which the eye of mortal has not yet been permitted to gaze. For more than thirty years its existence has been tantalizingly proclaimed by a cloud of smoke that has unceasingly ascended, frequently changing from a light to a dark shade, from an impenetrable swamp some twenty-five miles from Monticello, and in the direction of the Gulf coast, from which point this "pillar of cloud" is also visible. Learned gentlemen, after viewing "the landscape o'er" for many years and from various points have made frequent and persistent efforts to solve this long-standing and perplexing mystery. But up to this time nothing has been accomplished beyond unsuccessful attempts to reach the place, all of which ended in disaster within four or five miles of the spot on which the supposed volcano is thought to be located.

I am informed that Judge Bell, of this place, and others are now making a fresh attempt to penetrate to this mysterious phenomenon, and discover its true character. Judge White, of Quincy, a man of large literary culture, has led several expeditions to that region, but in every instance failed to effect an entrance through the closely interwoven and impenetrable undergrowth of the rente or the swamp, where the volume is situated. While some of these attempts have been feeble and inefficient, others have been well organized and equipped, and led by men of experience and fixedness of purpose. Judge White had an observatory which he could place in the tree tops to guide him in the right course. And yet this "undiscovered bourne" remains untrodden by the foot of a modern traveler; at least none have ever returned to report its mystery. One thing is certain, now that the Okefenokee Swamp has been "done up" for the reading public, that another twelve months will not pass without witnessing the successful unfolding of this mystery.

Life Insurance.

Inasmuch as most teachers insure their lives, it is important to them to know that special rates are given them by the "Provident Savings Life Insurance Society." These are being embraced by them, as will be seen by reading Prof. Comfort's letter:

"COLLEGE OF FINE ARTS OF THE
SYRACUSE UNIVERSITY,

Mr. Sheppard Homans:

Dear Sir: After examining, with much care, the circulars and papers which you kindly sent me some weeks since, I am convinced of the justness of the criticisms which you make upon the old methods of life insurance. I have concluded, therefore, to drop a policy which I hold in one of the oldest companies, and to take in its stead a larger policy in the Provident Savings Life Insurance Society. Enclosed you will please find the application duly filled out. I am confident that the important reforms which you are introducing into life insurance will secure to you a large patronage from the insuring public. Yours truly,

Signed, G. F. COMFORT."

To this we add an article that appeared in the *General Assembly Journal* for May 29, 1876—the official record of the General Assembly of the Presbyterian Church, then in session in Brooklyn:

"THE NEW DEPARTURE IN LIFE INSURANCE. THE 'PAY-AS-YOU-GO' PLAN, OR TERM INSURANCE RECOMMENDED."

Alluding to the recently published Report for 1876 of Mr. Oliver Pillsbury, Insurance Commissioner for New Hampshire, the *New York Evening Mail* points out, as an "interesting feature" of this "short and sensible" performance, the Commissioner's argument for term life insurance, which certainly ought

to make Mr. Sheppard Homans happy." The following are some of Mr. Pillsbury's suggestive sentences:

"Pay as you go" from year to year is a sensible proposition. Enjoy what you pay for, and be in a position, in case of inability or disinclination to pay longer, to cease paying WITHOUT SACRIFICING MONEY PAID TO CARRY A POLICY AWAY INTO THE DECIMATED RANKS OF THE EIGHTIES OR NINETIES. . . . The whole life policy with level premiums provides insurance, and that, too, sometimes long after there is any occasion for it; but it does not provide for the mutations time brings during its continuance. Hence the term policy is more in accordance with business methods. By the pay-no-more-than-the-cost-as-you-go method, the insured retains the custody and use of his own money, that would otherwise be piled up as an uncertain reserve accumulation."

This is a strong endorsement of the Yearly-Renewable Policies issued by the Provident Savings Life Assurance Society under the original plan of its Actuary and Vice-President, Mr. Sheppard Homans, for many years Actuary of the Mutual Life Insurance Co. of New York. The new society is making a special effort to reach the clergy, college-professors, and teachers (to whom it offers lower rates on account of their superior longevity."

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The apparatus is manufactured by Mr. Cheyney, at No. 3 Bond street, New York, and is finished in two styles, one plain brass, the other nickel-plate. It is a more perfect instrument, at a much lower price, than we have before seen in the market.

A Premium was offered by the *New England Journal of Education*, for the best Centennial drama for schools. Miss Alice M. Guernsey, a teacher in the State Normal School at Randolph, Vt., has received it. The drama consists of five acts. The first represents the period of discoveries and settlements; the second, the War of the Revolution; the third, the period of the Administrations; the fourth, the War of the Rebellion; the fifth, the Centennial Year. The opening scene is a soliloquy of Columbus, followed by an introduction of the Muse of History. The closing scenes are, the Decoration of the Arch of Triumph, the Coronation of America.

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Among the Teachers.

NO. 11.

BY ONE OF THEM.

It is the hope of the modest writer that his work will be put in some conspicuous position in the pages of the beloved *JOURNAL*. The large type in which his first attempt at writing for the press was set fairly frightened him. The truth of the matter being, that the ideas were so very few that the feeling of wonderment would strike the beholder at once. "Why are you here?" was undoubtedly said by numerous readers last Saturday.

HOW TO USE BOOKS.

Books are the records to preserve the wisdom of one generation, and hand it on to the next. It stands in the place of tradition. It is certainly in the place of uncertainty. Every new fact that comes to the light is thus preserved like the fly in amber, to be seen again and again. If we want to know anything do we not go to the books for it? Books,

then, are our sources of information. When a new and complicated case is presented, the lawyer goes to his library, takes down his books and consults them. The physician searches the books for a knowledge of forms of disease new to him. It is, therefore, important to be able to use books; to draw information from them; to consider them as fountains and treat them as such. No one can lay up all the knowledge he needs to use in life when in school, and, therefore, he should learn how to use books to obtain from them what he lacks. Pupils can learn to use books as they must use them after school. That is, they should be given work, and find the knowledge to perform it in books for themselves. It is for this reason that the study of the languages gives such an excellent training. To translate a passage from one language into another requires an examination of grammar and lexicon, and the student is obliged to use industry and judgment in searching out this knowledge, thus acquiring habits of the greatest importance. He works like a man sitting alone at his desk, doing his work independently and thoroughly. From this arises a benefit supposed to come from the smell of antiquity, possessed by the volume. It has seemed to me that every pupil should have an encyclopedia, consisting of ten or twelve volumes, something after the style of "Chamber's Miscellany," each volume to be complete in itself. The subject of Biography, &c., would be treated with a sufficient fullness to make the set extremely valuable. With such a set before him he should be required to look up questions such as the "Motives of the Crusaders," "Character of Torquemada," "Parallel between Gates and Washington," &c. These should not only be looked up, but the page given for authority quoted. This work will be seen to be like that he will perform in after life. In this way he will follow the rule of the old Greek, to learn in school that which he will use when he becomes a man.

At the Board of Education.

All were present, save Mr. Kane. There was nothing to interrupt the usual current of business. The table was heavily loaded, as usual at this time of the year, with applications for repairs, painting, heating, etc. Mr. Walker claimed that a resolution offered by Mr. Klamroth at the last meeting had not been entered in the words in which it was presented. The correction desired was hardly worth the time spent over it; Mr. Walker in some things is too critical. More applications to go on the supply list, among others Peck's *Arithmetica*, published by A. S. Barnes & Co. These are deserving books. Some one wants to supply the schools with flags (No. 81, M. D. is, we learn, pretty well supplied—one in each pane of glass in every window). A resolution that "no officer of the Board of Education shall be interested in anything sold to the Board, or receive a royalty, etc." is aimed at some particular one, it is said. It will hit a goodly number, and very severely, too; for officer has a broad signification. Mr. Goulding got off one of his characteristic speeches. He evidently fears no one. Mr. Matthewson made a few remarks—but to the point, as he always speaks. The application to have music instruction made equal to drawing in respect to remuneration ought to be granted. The "Centennial Singer" should be put, forthwith, on the list of supplies. The teachers need it. The resolutions of respect to Mr. Smeaton are from the pen, we learn, of Supt. Kiddle. Mr. Smeaton deserved well of his race while living, and now he is dead let his memory be honored. The Board seem to say that a teach-

er must not be transferred by the trustees from a *grammar* to a *primary* school. Maintain your rights, teachers! Appeal to the Board until you find them! A new trustee was appointed in the Third Ward, Mr. Geo. W. Kellogg. This gentleman has had considerable experience as a teacher, has a liberal education, and in all respects is an excellent choice. The Board decided to have a counsel—a legal adviser. The plan to equalize salaries would do away with all the male teachers but two in each male department. The next question is, can the schools flourish without men.

Letters.

The summer days now coming and going so rapidly, are full of weariness and sadness for the teacher. The strength is nearly exhausted; the nerves nearly unstrung. The sensitive conscience whispers of work undone, of opportunities neglected. The tired, restless children add daily to these burdens. The reviews seem, like the judgment day, to unfold all shortcomings, all unfaithful teaching. We complain, perhaps, of the carelessness of pupils, but deep in our own hearts we feel disquieted with ourselves.

There are some to whom belong none of these thoughts. Some will have no upbraidings of conscience; the work through the year has been a burden to be carried and will be dropped as a burden is dropped. Such teachers have no part with us, and these words are not for them.

Some of us have labored earnestly and faithfully; we have obeyed all the rules of superintendents and board; our pupils have passed the required number of pages in each study. We have given the regular marks for misdeemeanors. Tardiness, untidiness, profanity, vulgarity, and untruthfulness have been reported as often as occasion has demanded. When a few more days have passed, we shall gather up our treasures, turn the key for the last time in desk or door, and each go his own way. Have we not done our duty? Why may we not rest in this consciousness? Instead of regrets and repinings, it will be wiser to attempt to discover the cause and suggest a cure for these dissatisfied feelings. The first fault is not our own. School boards and trustees have conspired, it would seem, to take from us our individuality; to change the feeling of responsibility we ought to feel in regard to the children, to one toward themselves. We are compelled to think more of the conduct of the class with a view to their approbation than of the attention and interest due each member of the class. We are too often known as teacher of a certain class, and we, in turn, think of our children in the same way. We do not feel *personal* interest in each pupil, and herein lies the very secret of successful teaching. It is this that makes teaching a pleasure and enables us to impress our teaching idly upon the mind. But it is easier to allow a child to drop to the class below than to spend a little time with him personally to enable him to do his class work; and how much easier to report a child to the principal for punishment than to spend time in studying his character. The one course, if pursued, might change the idle or dull boy to the student.

The influence a kind and loving teacher may exert upon the character of a wayward boy need not be dwelt upon here. But if discipline is perfect, the "class" "well up" in "grade," the superintendent says "Well done," and we vainly hope to hear conscience echo the words.

Let us lay aside our work, teachers, praying that the wrong we have done may be forgiven, and when we again return to the school-room let us carry new thoughts of duty to the dear children intrusted to us.

NEW JERSEY TEACHER.

New York City.

Mrs. Benedict's School.

COMMENCEMENT EXERCISES.

On the evening of the 12th of June the many friends of Mrs. Benedict and of the pupils assembled to witness the interesting exercises connected with the conferring of diplomas upon the class of graduates for 1876. The graduates were seven in number:

- Miss Mary F. Benedict, Burlington, Vt.
- " Elizabeth D. Bleakley, New York.
- " Jennie P. Burdon, Brooklyn, N. Y.
- " Minnie I. Cornell, New York.
- " Rosa E. Crouch, New York.
- " Helen M. Fellows, New York.
- " M. M. More, New York.

The four choruses, by the whole school, showed that Prof. E. P. Chase had spared no skill or pains; they gave decided satisfaction. Miss More's "Latin Salutatory" was a production of decided merit, and will compare favorably with those heard at our college commencements, where masculine brains compose them. Miss Crouch as "class historian" made many witty allusions to her classmates, referring to distinguishing traits of each in a bright and charming manner. The play by Moliere entitled "Les femmes Savantes" was most naturally and pleasingly enacted by the little Misses Chittenden, White, Bliss and Taylor; it gave genuine delight to all who heard it. Mrs. Gulager sang, with her usual spirit, a "Polonaise" from Mignon, and Prof. Staab, the teacher of instrumental music, played two selections in an effective style. Prof. G. W. Warren, who also gives instruction in instrumental music, played a duet with Miss Smith that delighted with its pleasing harmonies. Miss Fellows read her valedictory in such a superior manner that the audience saw it was a most creditable production. The graduating class was (in the absence of Rev. John Hall, D. D.) addressed by Rev. William Taylor, D. D., with words of valuable counsel. He said they must remember the work of education was now just begun, not finished. He urged them to live conscientiously, to build up each for herself a character, and to distinguish this from what it was so frequently confounded with—reputation. Rev. Charles S. Robinson, D. D., presented the diplomas, referring to their value, the interesting associations that were clustering around them and the labor by which they had been gained.

The large assemblage included people of the first rank, and the deepest interest was manifested throughout. The excellent school has evidently won numerous friends because the public are aware that earnestness, thoroughness and remarkable industry are found in every department. In her noble work Mrs. Benedict is heartily seconded by her husband, Prof. Benedict, who as a mathematician and scientist is one of the first in the city. We learn that they intend to spend the summer in the Adirondacks, when we trust they will return entirely invigorated.

Grammar School No. 56.

The teachers and pupils were pleasantly surprised on Tuesday, the 6th inst., by a visit from Mayor Wickham, accompanied by Messrs. Dayton and Ely, trustees of the 9th Ward. The first part of the morning was spent in the Grammar Department, now under the able management of Miss Elizabeth Loveridge, where the time passed to the delight of all.

After the reading from the Bible, the Mayor made an interesting address to the pupils. He was followed by Messrs. Dayton and Ely, who had pleasing words of commendation also to say.

Then followed singing, compositions and selections in reading by the pupils, who deserve commendation for punctuality, there having been but one late girl in the entire

department. This, we understand, has been no unusual occurrence of late, and the records for April and May show five days where there was not even one late scholar. Before leaving they visited the Primary Department, under the supervision of Miss Lucretia E. McGuire, where they were entertained by the singing, recitations, quotations, etc. from the little ones. Nothing is more inspiring to the public mind than these visits of our chief officer to the schools. He has been familiar with them as a school officer and keeps up the pleasant acquaintance by sudden calls here and there. Long may he continue the pleasing task.

Cottage Place Industrial School.

An invitation was sent us to attend the "Centennial Festival" of the above-named school; so we went. It was all good, but the last was the best. The grandmothers were all nice old ladies, of different ages, varying from sixty to ninety-five, although in spite of caps, ruffles, spectacles and neckerchiefs, they appeared to be ten, eleven, etc. There was one, however, who puzzled us. She was the oldest, and declared that so far, though ninety-five, she had continued to keep single, was proof against the assaults of love, warned all young girls to beware of men, as they were hawks while she was a dove, and this was urged with great vehemency. Was she a grandmother by courtesy? There was a class in calisthenics which performed admirably. Of the three boys who explained to us the origin of the "Old Flag," one was gifted with a most extraordinary memory, and deserves a great deal of credit. Still greater credit is due Miss Foreman, the principal, and her able corps of assistants for the smooth manner in which the whole entertainment was carried through.

Columbia College.

The Junior Class gave a reception Friday evening, on the occasion of the presentation of the "Goodwood Cup." This cup is given annually, from a fund devoted to that purpose, to the most popular man in the Junior Class. The choice this year fell upon Chas. Montague Ward. The cup was of finely-carved mahogany, with bronze trimmings, bearing the name of the recipient and the motto of the class. The presentation speech was made—from a stand erected in the college porch—by Gustave Kobbe, and Mr. Ward responded in a brief address of thanks. The students, with their numerous guests, then went to the School of Mines, where dancing was enjoyed until a late hour. The college grounds, which were illuminated with hanging lanterns and many-colored lights, were filled with the friends of the juniors, who annually take this method of celebrating their entrance into the Senior year.

It is proposed to publish, from the office of the *Publishers' Weekly*, a modest monthly periodical devoted to library cooperation, under the title of the *American Library Journal*.

Fezandie Institute, 1267 BROADWAY, NEW YORK.

MR. FEZANDIE, the principal of this school is a native of France, a thorough scholar and apparently an efficient teacher.

The French language is made a specialty in the school. The English language, and English Branches, are not however neglected. The English branches are taught by American professors.

We listened to a thorough and interesting recitation in French, conducted by the Principal. The teaching was through the medium of the French language.

We also witnessed with much satisfaction, recitation in elementary Latin. The class

received thorough drill on the formation and construction of sentences, and the inflection of the verb.

The course of instruction embraces a Primary Department, Commercial Department, Classical and Scientific Department.

School for Boys.

ENGLISH, CLASSICAL AND MATHEMATICAL,
1267 BROADWAY.

J. H. MORSE, A. M., PRINCIPAL.

If we do justice to our own convictions we must say, this is one of the best schools in the city. Its discipline and its teaching are of the highest order. There is an old homely maxim among agriculturists that holds good in almost every calling in life: "He that by the plow would thrive, must either hold or drive." Whether the Principal believes in the maxim or not we cannot say, but he practices it. The consequence is, the ground is thoroughly tilled. All the pupils are under the immediate charge of the Principal, and recite at least half their daily lessons to him.

THE ORDER OF THE SCHOOL

It is as near perfection as any we have visited. Scholars appear unrestrained, yet the quiet of the rooms is very remarkable. No noise from opening and closing desks, from shuffling the feet, from any cause. Boys at their desks seem absorbed in their studies, their brows knit with thoughtfulness.

THE ROOMS

are well furnished, well ventilated, light and cheerful. Not a pencil mark on the walls, either in the rooms or the halls adjoining them. The closets are in perfect order.

RECITATIONS.

The method of conducting recitations was such as to give a severe test of the pupils' knowledge of the lesson. We listened to one of the best recitations in Cicero we have ever heard. The pronunciation of the Latin was easy, fluent, and expressive of the thought, not a mere repetition of words without sense, such as we often hear. The translation was in clear, idiomatic English. The pupils were closely questioned on the construction, and showed themselves familiar with every form of sentence found in the lesson. Words were traced with great readiness to their origin and parsed with careful exactness.

The class seemed ready for all forms of questions, and apparently expected it, their enthusiasm increasing to the very close of the recitation.

The same thoroughness and enthusiasm was noticed in the recitation in Greek. The idioms of the language had been thoroughly studied. Accent, and the peculiarities of contraction were carefully given. The blackboard was brought into frequent requisition in writing and translating from English into Greek. The oral spelling of the different forms of the verb in conjugation tends to make the scholar familiar with the verb in all parts.

We often hear the Latin and Greek spoken of in the schools as "dead languages." They are not dead languages under the instruction of Mr. Morse. The beautiful diction of those old Roman and Grecian authors was brought out in all the brilliancy and animated force of a living orator. I beg the privilege of repeating, the Latin and Greek are not dead languages in this school.

LATIN PROSE COMPOSITION.

Boys are practiced in writing and translating from English into Latin, from the very beginning of the study of the language, so that by the time they reach Cicero, they can hold quite a conversation in Latin.

MATHEMATICS.

We were very much interested and pleased with a class of boys, we judge from twelve years old, reciting arithmetic. The lesson was in mensuration. The lesson was illus-

trated by diagrams, well understood and explained, and the principles applied by original examples drawn from objects open to their view, such as finding the superficial measure of the blackboard, a side wall of the room, the plastered surface when there were doors and windows to be deducted. Following the recitation was an examination of fractions.

The excellence consist in the thoroughness in which the boys were grounded in first principles.

TEXT BOOKS.

On this point we find a fact worthy of mention.

Those authors are selected who come to their work from the higher standpoint; those who are capable of looking down, upon the entire field the text-book is designed to come; who can see all its parts and the relation those parts have to each other. The teaching partakes of the same character—to illustrate; in teaching geography, the physical features of the country are first examined, its mountain ranges, its valleys and its basins, by means of which the scholar sees at once the direction of the water courses through small streams, that are numerous and of but small importance, until he collects the whole into one large river which he follows to its mouth, and whose name he learns and is able to remember. After pursuing this course and becoming interested in the general surface, he is prepared to study the political divisions, and to remember what he studies.

COMPOSITIONS AND DECLAMATIONS.

Pupils are first taught Swinton's Language Lessons, after which they are practiced in descriptive composition, the principal generally selecting the subject. Subjects are selected, as the pupil advances, more and more abstract, until he acquires ability to handle a subject purely abstract.

To give variety to the exercise in composition, and to arouse enthusiasm, two students are appointed editors, who receive the compositions after having been criticised by the Principal or a teacher, and arrange them in the form of a Journal, from which they are read to the school.

This Journal is expected to contain, besides these compositions, critical editorial notes, some of which are well written criticisms.

Among the subjects discussed in the Journal we find "Netokris," "The Autobiography of a Kite," "The Fatal Dream," &c. The last mentioned is a poem, and considering the age of the writer, not entirely wanting in merit.

THE SPIRIT OF THE SCHOOL.

Principal and teachers are actuated by a love of their work. Scholars catch the spirit of their instructors. An excellent feeling exists between Principal and pupils, which makes it a pleasure to teach and a pleasure to study, and a pleasant sight to witness.

Book Notices.

St. Nicholas brings a full budget of attractions to the many thousand boys and girls who watch so eagerly for each month's issue. It begins with an interesting account by Susan Coolidge of the life and achievements of Joan D'Arc. Mr. Aldrich's cat story, with its funny silhouettes, is continued. "H. H." has a pleasant talk on "The Expression of Rooms," and there are stories, poems, trifles, &c., in the usual abundant variety.

The Galaxy contains three articles upon American society and character. In the first Gail Hamilton makes a searching review of society at Washington. In the second article Major Anderson, U. S. A., sifts the observations of two great European Philosophers, Strauss and John Stuart Mill, upon American character, and succeeds in saying something more flattering and hopeful than they have said, and Mrs. Lucy Hooper tells how badly some American Women behave in Paris.

Gen. Custer gives a personal narration of the Battle of Bull Run, and Capt. Rodman, who went to Brazil with Agassiz, describes a visit to Rio de Janeiro and the interior of Brazil.

In *Scribner* for June Mrs. Rebecca Harding Davis's description of some "Old Landmarks in Philadelphia" is accompanied by over thirty illustrations. "How America was Named" is another illustrated historical paper, in which is shown the origin of the false claims put forth in behalf of Vespucci. Clarence Cook's fifth paper on furniture and decoration is illustrated with pictures of dining tables, the "last sweet thing in corners," chairs, candelabras, etc., etc. Charles Barnard describes a number of recent "Experiments in Co-operation," chiefly manufactures and stores, "Union College" is the one selected from the educational series this month, Harvard being announced for July. Our friend, E. S. Nadal, whose name should be well known to our readers, contributes an interesting article on "Two Poems of Collins."

Lippincott's Magazine gives a sixth article on "The Century and its Festival," introducing the subject of the display at the Exhibition. It gives illustrations of numerous features of the Exhibition. Sheila Hale's "Glimpses of Constantinople" are concluded. James M. Bruce writes of "Modern Huguenots," Robert Lewis Keimbury gives an account of the battle of Chickamuga; T. Adolphus Trollope of the "Italian Medieval Wood Sculptors." Lady Barker's "Letters from South Africa" are continued.

Samaritan opens with a paper by Prof. Frankland, on "Organic Impurities of Drinking Water." Jack-on-S. Schultz gives some practical suggestions on the "Utilization of Animal and Vegetable Refuse." Dr. T. S. Lambert praises Oatmeal.

The *Phrenological Journal* gives a portrait and sketch of Prof. Julius H. Seelye M. C. and a sketch of the late A. T. Stewart, an illustrated article on "American Antiquities of the Pacific Coast," and many other interesting and profitable papers.

THE GREAT CONVERSERS, and OTHER ESSAYS, by William Matthews, L. L. D. S. C. Griggs & Co., Chicago. This is one of the most delightful volumes of essays, and could have been produced by no one but a scholar of the most cultivated taste. It abounds with interesting facts about literary men, and can be read with profit by all who have a taste for literature, and the history of authors. We certainly have not another writer who can so cram his pages with illustration. This kind of writing is in the power, apparently, of very few; it is easy, clear, happy and forcible. It entertains the reader no matter what subject is treated, and a great pleasure arises from the delightful way in which he conveys his thoughts. He is one of the most versatile of writers, and yet he shows himself to be a most cultivated scholar. No one can read and not be delighted.

CAUSERIES AVEC LES ENFANTS, PAR LAMBERT SAUVÉUR, Lee & Shepard, Boston. This is another of a valuable series by this enthusiastic teacher which, in conjunction with his Normal School, is destined to work a revolution in the method of teaching living languages. It opens with a chapter, sufficiently simple, on "The Fingers," in which the teacher begins, "Voilà le doigt. Regardez, Voilà l'index, voilà le doigt du milieu," and soon. Naturally enough the pupil learns to count; one finger being longer and stronger than another, introduces the simpler comparisons of adjectives; distinctions of gender are noted; and, in short, many of the elements of speech are placed at his command by variations on the original theme. In succeeding chapters, "The Hands," "The Arms," "The Shoulders," "The Class Room," "To-day, Yesterday and To-morrow," are in the same way made to serve each as the text for a discussion—one may fairly say "a talk," so

any is its flow—in which new words and new constructions are given to the pupil, in a natural order and in rapid succession. Note his words:

"It must be born in mind that I always suppose the pupil to be led by an attentive and intelligent teacher. No book can quite take the place of oral instruction. Besides, my work is only a portion of the lesson to be given; it can guide the teacher, suggest to him ten questions where I give one, and also inspire the pupil, excite him to ask questions and awaken his curiosity. This is the whole system of Socrates. If the teacher spend eight days on one of my lessons, he will have employed the time well. They ask me, also, if the pupil is to read my book with his teacher. * * * If you wish to have my advice on this point, do as follows at the commencement; give your pupils the book to read at home, as a preparation for your teaching, but forbid them to open it in the class. Their ear alone must be occupied there. When they are before you, put to them a hundred questions on the lesson of the book; and, if you wish, read to them yourself a page from the book, and make them understand every thing, without ever pronouncing a word of English. There is the secret and the condition of success."

WORDS, THEIR USE AND ABUSE, by Wm. Mathews, LL. D. S. C. Griggs & Co., Chicago.

This rising publishing house is remarkable for the uniform excellence of their work—an excellence secured by unflinching taste and conscientious care. They go on the principle that a good book is worthy of a new dress, and what does not deserve dressing is not worth publishing. Dr. Mathews is no novice in the high art of elegant and forcible writing. His other works have been received with highest approval. And those who turn to these essays on "Words" with an expectation of freshness, and breadth of thought, and power of utterance, will not be disappointed. The very first pages impress the reader with the fact that he is in the presence of one who has not only gathered from a very wide field of literature, but has pondered deeply on the significance of language. Perhaps the next impression will be a sense of the intense interest which carries the reader along. There is hardly a dry page in the book. Every page sparkles with literary gems. The quotations are full, and from an almost endless range of reading, but they are unified and marshaled to a purpose. We are inclined to the opinion that this is the best thing Prof. Mathews has ever done. Sure we are while it affords entertainment to all who open its pages, it will be especially helpful to those whose work calls them to consider the significance, power, and uses of words.

Mr. William M. Woollett's *Villas and Cottages* (A. J. Bicknell & Co.) is a collection of pleasing and serviceable plans for country residences of smaller size. The designs have been made in the office of a practical architect, and many of them have already been used or are now being used; so the work has a practical value. Mr. Bicknell is doing a good service in producing architectural books like this at a moderate cost.

PETITES CAUSERIES PAR LAMBERT SAUVÉUR. Lee & Shepard, Boston. This book is one of a series prepared by this author. He is well known as a highly successful teacher of French, and the method he has pursued in his school he has exemplified in his books. He would have all learn it in the same way that a child would learn it. English is banished from the class-room; the time is used in conversation, beginning with such simple elements as the familiar objects in the room may afford, and the vocabulary is formed by degrees, every day fixing in the memory the words already learned, and adding others, until, in a surprisingly short time, the learner finds himself carrying on some animated discussion, of limited range to be sure at first, but with a sufficient command of his new

language for the purpose. Pronunciation is acquired, and the ear formed at the same time, without the confusion which the written form of French is apt to create at first. When his class is before him he would have the teacher put questions, and give a living interest to his lessons by making literature, history and criticism the subjects of his conversations. Looking at the subject in this way, he has made a different book from those commonly put into the hands of children. For its successful use it requires a teacher of a different class from the ordinary teacher of French. The book gives the heads for a series of spirited conversations; but they are to be conversations between eager and curious pupils and a cultivated master, who is able to give to their questions answers which shall instruct and satisfy the mind as well as meet grammatical requirements. It is only here and there that we find the teacher of French who, like this author, can make his exercise a discussion on the master-pieces of poetry and the drama.

A Glimpse of Washington's Boyhood.

In an article on "The Historic Buildings of America," in *Potter's American Monthly* for June, Dr. Lossing tells a delightful anecdote introducing us to the early boyhood of Washington and his friend Richard Henry Lee. The anecdote is told in connection with an account of Stratford House, the family seat of the Lee family, and is as follows:

"It (Stratford House) is only a mile from the birth place of Washington, and stood in the midst of a highly cultivated country dotted with the mansions of people who formed a very refined society. There Washington and Richard Henry Lee undoubtedly often played together, and within that mile between the dwellings, was the scene of the following correspondence when they were boys only nine years old, there being only a few weeks difference between their ages. Little Lee wrote:

"Pa brought me two pretty books full of pictures he got them in Alexandria they have pictures of dogs and cats and tigers and elephants and ever so many pretty things cousin bids me send you one of them it has a picture of an elephant and a little indian boy on his back like uncle Jo's sam pa says if I learn my tasks good he will let uncle Jo bring me to see you will you ask your ma to let you come and see me

RICHARD HENRY LEE.

"To this little note Washington replied: "DEAR DICKY I thank you very much for the pretty picture book you gave me. Sam asked me to show him the pictures and I showed him all the pictures in it; and I read to him how the tame Elephant took care of the master's little boy, and put him on his back and would not let anybody touch his master's son. I can read three or four pages sometimes without missing a word. Ma says I may go to see you and stay all day with you next week if it be not rainy. She says I may ride my pony Hero if Uncle Ben will go with me and lead Hero. I have a little piece of poetry about the picture book you gave me but I mustn't tell you who wrote the poetry:

G. W.'s compliments to R. H. L.
And likes his book full well,
Henceforth will count him as his friend,
And hopes many happy days he may spend.
Your good friend, GEORGE WASHINGTON.
"The poetry" was written, it is said, by Mr. Howard, a gentleman who used to visit at the house of Mrs. Washington."

A Geographical Puzzle.

A river in Massachusetts, a cape on the coast of Virginia, and an island in the Potomac river, invited one of the United States, and her cousin, a cape on the coast of Massachu-

setts, to go with them to look at some mountains in Africa. As the evening was rather a country in South America the island in the Potomac were a large division of Ireland and Virginian cays was dressed in a river in Scotland. One of the United States were a fine set of a city on the border of the Caspian Sea, and the river in Massachusetts whose necktie was a range of mountains in New Hampshire, complained that an island in the frith of Clyde pinched his foot. The island in the Potomac said he ought to be more of an island in the Irish Sea than to mind it. The girls said there were some islands off the south-west point of England to talk of such trifles when the island on the coast of Scotland was so sublime, and a town in that country was so bracing. They soon returned to the house which was built of a branch of the Missouri River; The girls began to work with some rocks of the Isle of Wight, and the boys amused the girls and themselves by a city in Pennsylvania aloud.

Adriana.

A Jealous Pupil.

The Gilbert Islands form a part of the Micronesia Mission, by which the American Board is Christianizing the islands of the Pacific. The Gilbert Islanders are fierce, independent, quick to quarrel, and ready with the knife. Eighty murders and one case of cannibalism were reported during seven months. Intercourse is kept up between the different mission stations and Honolulu by the "Morning Star," a missionary vessel, which, in her last trip, was absent seven and a half months, sailed eleven thousand two hundred miles, anchored thirty times, and visited twenty islands.

One of the Gilbert Group is Apamama, ruled over by King Tata. He expressed his approbation of the mission work, and especially of the school in which the natives are taught to read and write, and mental arithmetic. But the progress of the school was hindered by one obstacle. King Tata was a pupil, and very jealous lest any one should be a better scholar than himself.

In order to maintain his place at the head of the class, he cut off the head of the one who learned faster or recited better than himself. No pupil was permitted to learn to write, because King Tata could not write. He has thirty wives, and the first thing he called for on visiting the "Morning Star" was a glass of brandy—which he did not get.

The Hot Springs in Arkansas.

The Hot Springs village occupies a valley running north and south, between two spurs of the Ozark Mountain, its southern end being traversed by Hot Springs Creek, an affluent of the Washita River. The springs are contiguous to the banks of this brook, and their healing qualities are well-known throughout the Union. These springs and their medicinal qualities were well known to the early Spanish adventurers, and even to the Indians before them. In the time of Adams the government laid out a reservation, covering the territory in which these springs are located. After the earthquake which sunk so much of the country below Cairo and made so much land untenable Congress passed a law giving those who had suffered the right to pre-empt quarter sections of land, or an area equivalent to what they had lost, within certain limits and upon certain conditions. Some of the parties who secured the scrip, in looking about, hit upon this Hot Springs property, and located their scrip upon the very ground which the government had set apart as a national reservation. They squatted upon it and as there was no immediate contest they at once commenced building, leasing ground and drawing rents, and many men have made fortunes out of their leases. Some fifteen or twenty years ago suits were commenced involving the

proprietaryship of the grounds. The contest has been a long and a desperate one. It was interrupted by the war, but has since been renewed, and is now closed by the decision of the Supreme Court, which disposes of all the individual claims and vests the title in the government.

FUNERAL OF THE KING OF OUNYORO.

The *Journal de Paris* contains a letter from an eyewitness, giving the following particulars of the atrocities committed on the occasion of the funeral of Kamrasi, King of Ounyor, in Central Africa. An immense grave or pit, capable of holding several hundred people, had been dug, at the bottom of which the wives of the defunct King had been placed in the form of a ring, to be in readiness to receive upon their knees the corpse of their late tyrannical and barbarous master. Several regiments of the Royal Guard had been sent on the preceding night to silently surround some of the neighboring villages. The first human being, be it man, woman or child, that made its exit from the surrounded huts was forcibly seized and carried off, and the captives entrapped in this manner conducted toward the pit prepared for the funeral. Here there began the most horrible scene. The limbs of these poor creatures, arms and legs, were broken by the soldiers. The lamentations and cries of despair of the victims intermingled with the shouting of the fanatical crowd, and one by one they were thrown into the gaping gulf below. Then began the beating of drums, the flourish of trumpets, the piercing sound of the whistle and pipe, which, together with the violent vociferations of the crowd drowned the cries of the victims. The soil dug out of the pit the previous day was then thrown back into the monster grave. The fanatical spectators of the dismal drama, as soon as it was filled up, commenced to dance on the summit of the grave stamping the soil down with all their might, so as to form a hard, compact layer above those buried alive. All the lamentations having ceased, nothing was left to indicate the ceremony of the abominable sepulchre. The noise of the instruments had ceased also, and the assembled crowd retired, satisfied with themselves and admiring the greatness of the King whose manes demanded such sacrifices.

THE LEAF OF LIFE.

There's a certain curious member of the plant family, very common in Jamaica, I'm informed called the life plant, or leaf of life, because it is almost impossible to kill the leaves. You may cut one off, and hang it up by a thread, where any ordinary leaf would be discouraged and dry up. It will send out long, white, thread-like roots, and set about growing new leaves. You may cut off half a leaf and throw it into a tight box, where it can get neither light nor moisture (necessaries of life to other plants); the spirited little leaf puts out its delicate roots all the same. Even pressed, and packed away in a botanist's herbarium—the very driest and dustiest place you ever did see—it will keep up its work, throw out roots and new leaves, and actually grow out of its covers. I'm told that botanists who want to dry this pertinacious vegetable are obliged to kill it with a hot iron or with boiling water.—*St. Nicholas Mag.*

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It was a New Jersey wife who said:—"My dear, if you really can't drink bad coffee without abusing me, how is it that you can drink bad whisky without abusing the barkeeper?"

"I narrowly escaped being cut off with a shilling," said a solemn young man. "How did you escape it?" asked a bystander. "My father had no shilling," was the solemn reply.

An Illinois minister announced on his Sunday night bulletin: "The funeral of Judas Iscariot." To which an obliging fellow added, "Friends of the deceased are cordially invited."

Motto of a Portland temperance reform club: "We bend the knee but not the elbow." This is supposed to refer to a dexterous habit of drinking out of a bung.—*Cincinnati Commercial*.

A Danbury housekeeper observed to the hired girl, the other morning: "Ann, as we have entered upon the dawn of an other century of our nation's history, I guess you had better get a tooth-brush of your own."

The Boston *Globe* proposes that "Boston's Young Men's Christian Association" could be cut down to "Bymea," but has been met by the counter proposition that *Daily and Weekly Globes* should be compressed into "Dawg."

Young Smith—"Rather sudden that about Jones, isn't it? Died at six o'clock this morning!" Old Brown—"Good gracious, you don't say so! How shocking! Why I met him only last night and—and—he was alive then!"

They are playing base ball now in every otherwise vacant lot within two miles of the State House. Small boys predominate, and the one named Uli seems to be in every nine. The rest are continually calling to him.—*Hartford Courant*.

Prof.—"In this life when one man does wrong we all suffer for it. If a student should do wrong and an account of it get in the papers we should all suffer. That will not be so in the future life." Student—"Because the newspaper man won't be there."

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"COCA."

At a recent meeting of the Edinburgh Botanical Society, a paper was read by Sir Robert Christison on the restorative and curative effects of the coca leaf of Peru (*Erythroxylon coca*), which has for many years been valued by the Indians as a preventive of bodily fatigue, and which has lately attracted much attention owing to a belief that it was of some service to the American pedestrian, Mr. Weston, on the occasion of some of his walking feats at Agricultural Hall. A diversity of opinion exists as to the effect of the coca leaf on those who chew it. By some travelers it is maintained to be a pernicious stimulant, while others hold the opinion that moderately used it is beneficial to health. Of its effects Sir Robert Christison gave an account ascertained by experiments he had made himself with a coca leaf, by which he had found that it was both a preventive of fatigue and a restorative of strength after severe bodily exertion, and that it had no reactionary effect on the system. His first experiments made with the leaf were in 1870. Two of his students had come home thoroughly tired out with a sixteen-miles' walk; instead of having dinner they each took an infusion of two drachms of coca. Presently all signs of fatigue vanished and they "promenaded" Princess street for a whole hour with ease and enjoyment. On returning home they ate an excellent dinner, felt light throughout the evening, slept well, and got up refreshed and active the next morning. Similar results were obtained in the case of ten other students, some of whom had done a thirty miles' walk; and Sir Robert has also made experiments upon himself with a coca leaf of an equally successful and comfortable nature. He is, in these days, overwhelmed by letters from all quarters, asking for information respecting it. Women especially, having tried every other form of narcotic and stimulant, are very anxious to begin with the coca leaf. One lady who has written to Sir Robert Christison on the subject, "put her question in such a shape that he saw plainly that she meant to ask whether it would renew her youth."

It was a Cheyenne small boy who was being talked to by a Sunday school teacher on the sins and frailties of the body, and was asked: "Well, my son, what have you besides this sinful body?" Quick as thought the urchin responded. "A clean shirt and a nice pair of breeches."

An intelligent foreigner, passing through the streets of Philadelphia, took out his note book at the end of a long walk, and made a little memorandum to the effect that "eighty-nine per centum of the population of Philadelphia are members of the powerful family of Roomstolet."

One Ohio editor says of a contemporary who had assumed the part of a mummy in a dramatic performance:—He was obliged to put a little animation into himself to come up with the character, and to wear more recent linen; but that was about all. Nature had admirably qualified him to act the part.

"What would be your notion of absent-mindedness?" asked Rufus Choate of a witness whom he was cross-examining. "Well," said the witness, with a strong Yankee accent, "I should say that a man who thought he'd left his watch to him, and took it out'n's pocket to see if he'd time enough to go home, and git it, was a little absent-minded."

Brigham Young spoke a few words of wisdom the other day to a youthful Chicago enthusiast who called upon him. He said: "Young man be sure you are through with your search for the kind of partner you want—be sure you have got the pattern of women that suits you, before leading her to the altar. Don't wait till after marriage, as I did, and then be obliged to keep on sampling."

What our Readers Say.

I like its tone much and think in its present form it will prove an acceptable and valuable auxiliary in the cause of education. I heartily recommend the JOURNAL to all teachers.

HENRY KIDDLE,
Supt. of Schools N. Y. City.

It deserves the praise and support of the profession, because it has invariably defended the dignity of the teacher as indicated by the compensation he received. In other words, it has been the consistent advocate of the teacher and the opponent of all reduction of salaries. For this as well as for other reasons, it should receive the support of all the teachers of New York. THOMAS HUNTER, President of Normal College.

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Dear Sir:—I desire to say to you, that I regard your SCHOOL JOURNAL of great importance to the cause of education in our Public Schools. I am sure every teacher would derive great benefit from its perusal, and no Trustee should be without it.
Respectfully Yours,
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My Dear Sir,
I read the NEW YORK SCHOOL JOURNAL with pleasure. You are doing an excellent work for the teachers and deserve their hearty support, and I cheerfully enclose my subscription.
Yours most truly
W. F. FIELDS,
Principal Normal School, Winona, Minn.

I am pleased with the paper, as you know, I have read it ever since it was started, and am gratified that Mr. Kellogg is at its helm. With your long experience you are just the person, we should think to conduct it. May you prosper.
V. PETERSON.

I send you eleven subscribers, in addition to my own. That shows what we think of the N. Y. SCHOOL JOURNAL.
R. S.

I will see that you have a good list from my floor, in fact they all will take it, I can safely say.
Principal,
G. S. N. Y.

The JOURNAL is to my mind an excellent paper, it is a benefit to me, long though I have been in the school-room. Continue it and send in your bill.
Buffalo N. Y.

We of Grammar School No. — like it very much. There will be a full list from this quarter, and I hope all will respond as well.
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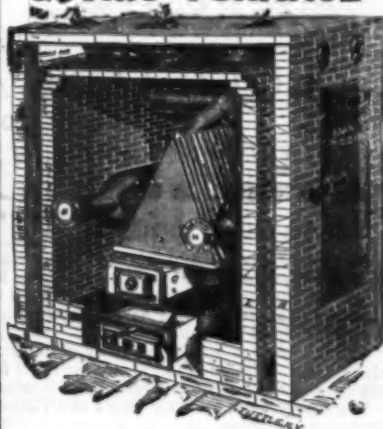
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